

ELINOR'S TOWN
Moon Mystery
PREMISE P042 – V8 – November 25²⁸, 2018

Elinor's Question: Are there plants [and animals](#) on the moon?

Logline: The kids wonder whether there are plants [and animals](#) on the moon, and collect information from different sources.

Curriculum Goals:

- **LS3:** Understand that all animals need food in order to live and grow, that they get their food from plants or from other animals, and that plants need water and light to live and grow:
- **ND2.** (RTL Crosscutting concept 'Cause and Effect'): Appreciate that events are connected to each other via cause and effect, and that similar links can be found in the natural and designed worlds.
- **SEP1:** Asking questions, demonstrate curiosity about the greater worlds.

Elinor is on her front porch with her dad. The clouds have parted and the moon is out. He shows her how to look at it through a telescope. They comment on how round it is and how bright it looks. [Elinor](#) [She notices the colors she sees: white, black and grey. She looks at the plants around her, and notices lots of colors from plants and animals.](#) She wonders, "are there plants [and animals](#) on the moon?" Before her dad can answer, Elinor's mom calls [them](#) [hem](#) for her to go to bed.

The next day, Elinor shares her question with her friends. They get curious about it. If there are plants [and animals](#) all around them, why can't there be plants [and animals](#) on the moon? It's a mystery! Ari says that if there are flowers on the moon, he'd like to get some to give to his mom for her birthday. They discuss different ways they could find out: they could go to the moon (but none of them know how to get there). They could get a bigger telescope so they could see better, but none of them know where to get one. Finally, Elinor has an idea: they could ask a lot of different people, and see what they think. [The kids walk around town and ask several kids and adults: "Do you think there are plants on the moon?"](#) The first animal they talk to isn't sure, but fills them in on what the moon is: it's a big round rock in space that moves around the Earth. The second animal doesn't know either, but imagines that if there were a lot of plants, you'd see the moon covered in green. [The third animal doesn't know for sure either, but gets the kids to think about what plants need: air, and water and sunlight and dirt.](#)

The kids think about all that they heard, and how it's still a mystery. It's near the end of the day and they realize that they are next to the library, so they go inside and ask the librarian. [She brings them pictures of the moon.](#) The kids observe that there doesn't seem to be any water, or sky or clouds on the moon. They wonder if there's any air at all! The librarian confirms that the moon doesn't have oceans or lakes or rivers and that there is no air. The kids decide that there must not be any plants [or animals](#) on the moon because it doesn't have the things that plants [and animals](#) need. Ari seems disappointed he won't be able to give his mom flowers from the moon, but the librarian tells him, "Actually..."

Commented [AL1]: This isn't as exciting to me because they can't investigate this directly. I'd really prefer something that kids could really dig into directly and explore in person and not in the abstract or through books.

Commented [AL2]: This is a big jump – I'm not sure if this would be the first thing you'd think of when looking at the colors of the moon and if colors would lead you to ask this question in particular as opposed to "Why is the moon white, black and grey?"

Commented [3]:
Let's have her dad comment about how times flies when you're having fun...something of the fact that he didn't realize the time. Otherwise he'll come across like he's irresponsible and mom needs to call her in to get to bed.

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Commented [4]:
Doe this take place at school or is it the weekend? I'm asking because they later go off to ask a lot of people questions about the moon. Is this during school hours? After school? Are they accompanied by an adult or free to go into town? Some things we need to consider and establish

Commented [AL5]: Is this another question? Why can't there be is different than "are there?"

Commented [6]:
Very cute :)

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Commented [AL7]: We want kids to do investigating of observable phenomena to develop their ideas. This feels very passive. I would highly encourage thinking about a different question for the kids to explore.

Commented [8]:
This is a really nice way to have the kids explore and gather info instead of just a book. It also allows us to met our cast of characters around town.

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Commented [9]:
Do the kids keep a list to reference later when they're at the library? I.e. drawing earth with a rock beside it. A circle and coloured in green with an x over it etc

Commented [AL10]: This, in and of itself, can be a whole story. I'd rather they learn this information a different way.

Commented [AL11]: Again – I would much rather they be investigating something in person – not through pictures.

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She leads them outside and picks some white flowers from the bushes lining the library entrance. She says these flowers are called "Moonflowers" because some of them only open up at night. Ari is happy he'll be able to give his mom moon flowers, even if they ~~didn't~~ didn't come from the moon! We end with them on the porch looking at the sky and wondering what it would be like to visit the moon (assuming they bring enough air, water and snacks, of course, says Ari!).

Commented [AL12]: This is cute but I'd love a better way to get to this. Maybe through exploring a question about flowers?

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Commented [13]:
We could possibly end back at Ari's place as they sit out front. His mom putting the flowers into a vase or pot. Then hugging him as she goes inside - during their conversation

Sara Sweetman Note:

I am concerned that "are there any plants on the moon?" is not a 3-5 year old type of question (more of a 5-8 year old). At this age they are only beginning to determine what fits into the category of plants' here on earth. Maybe with more lead in...noticing only white, grey and black colors and then wondering why the moon has no colors....or they might wonder if anyone is up there or lives on the moon. I love the moment with Elinor and her dad and the introduction of the telescope. I wonder if the characters were introduced to moonflowers earlier in the sequence and were under a misconception that the flowers were from the moon,,,then they study the moon with a telescope and 'discover' that they see no green or blue so how could the plant come from the moon...then learn from asking around why there is no life on the moon...and also learn that the names of somethings have meaning rather than taken literally...which is always a challenge for preschoolers (:

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